

# Little Gems Nursery

Abbotsford Preparatory School, 211 Flixton Road, MANCHESTER, M41 5PR

## Inspection date

Previous inspection date

22/05/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children are settled and happy. There is an effective key person system in place and as a result, all staff understand the needs of the children in their care very well.
- Teaching is good because staff fully understand how to promote children's learning. Consequently, they use continuous assessment to plan activities and experiences to support children's progress and development.
- Children are safeguarded well and their ongoing safety is given priority. This ensures that children are safe and protected from harm while at nursery.
- The dedicated staff team make ongoing improvements by successfully reflecting on their practice and using feedback from parents and carers to influence their future action plans.

### It is not yet outstanding because

- There is scope to improve on the already good partnerships with parents, by further encouraging all parents to be involved in their child's assessment and learning.
- There is potential to develop the available resources in the baby and toddler rooms, to enable younger children to independently access and explore a variety of everyday objects, made of a variety of different materials, using all their senses.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed staff engaging in a range of indoor and outdoor learning activities, play and daily care routines with children.
- The inspector carried out a joint observation with the manager in the baby room.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's improvement plan.
- The inspector looked at a sample of children's assessment records, planning documentation and a selection of policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day and through parent's questionnaires.

## Inspector

Nicola Kirk

## Full report

### Information about the setting

Little Gems Nursery was registered in 2010 and reregistered under a new ownership in 2013. The nursery is registered on the Early Years Register and is managed by AS Northern Ltd. It is situated in the grounds of Abbotsford Preparatory School, located in the Urmston area of Manchester. The nursery serves the local area and is accessible to all children. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level three, one at level two and one is unqualified. The nursery opens Monday to Friday all year round, from 8am until 6pm. Children attend for a variety of sessions. There are currently 37 children attending, who are in the early years age group. The nursery provides funded early education for two- and three-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- enhance procedures to ensure that all parents are encouraged to be involved in their child's assessment and learning, for example, through sharing their children's learning from home
- extend the range of everyday objects that are available to babies and toddlers in order that they can explore independently using all their senses, for example, treasure baskets of everyday objects made of a variety of materials.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff provide children with a range of interesting and challenging experiences across the seven areas of learning for them to enjoy. These are thoughtfully planned to support children's interests and enhance their learning. For example, staff in the baby room plan activities with mats and soft play blocks to support babies physical development; while older children play with a parachute and musical instruments while they join in with songs and rhymes. Staff obtain a lot of information about children on entry, this helps them to develop a clear understanding of their needs and interests when they first start. They carry out regular assessments of children's progress, which are matched to age related expectations. As a result, they have a good understanding of children's achievements and how they can support them further. They work effectively with other agencies to incorporate targets for children with special educational needs and/or disabilities in to the planning. The nursery completes the progress check for children between the ages of two and three years, when required, and share this with parents.

The quality of teaching is good. Staff use a range of strategies to engage children in their learning, such as working at children's level and maintaining good eye contact. They ask open-ended questions and speak clearly to children of all ages to support their language development. Staff demonstrate a good understanding of how to support children's play. They observe children and give them the space and time to explore things for themselves. This enables staff to intervene effectively when appropriate to extend children's interests further. Children have opportunities to develop their creative skills. Older children enjoy making marks, painting and using collage materials, while younger children have the opportunity to explore a variety of materials in the sensory room. However, there is scope to provide further opportunities for children in the baby and toddler rooms to independently access and explore open-ended everyday objects of different materials. Children make good progress in their physical development. Children enjoy running around outside with balls, balancing on see-saws and climbing on slides and climbing frames. Older children also develop their fine motor skills by using scissors, with the support of adults. Staff encourage children to develop their mathematical skills while playing, singing songs with numbers and encouraging them to count out objects. This ensures that children are making good progress and are ready for their next stage of learning and for school when the time comes.

The staff team work very hard to develop good relationships with parents and use a variety of methods to communicate with them. Staff share information about children's learning on a daily basis and detailed verbal feedback keeps parents informed of children's emerging interests. Parents' evenings are also offered to parents so that they have a detailed picture of where children are in their learning. A newsletter is sent home to keep parents informed of nursery events and a teddy bear is taken home by children as a way of involving parents in their child's learning. However, there is scope to improve these strategies further by enhancing the procedures to involve all parents in their children's learning and assessment. Children who speak English as an additional language are supported to make good progress. Key persons work with parents to find out key words and phrases needed in their home language in order to support them in their understanding and language development.

### **The contribution of the early years provision to the well-being of children**

The nursery is warm and welcoming. The nursery offers flexible settling-in sessions to ensure children's emotional well-being is supported before they start attending. As a result, children are settled and happy at the provision. Staff and children have formed strong bonds and enjoy each other's company. They sing, read stories and play together happily throughout their time at the nursery. Staff are very good role models for children. They are attentive and caring towards them, praising children's achievements and encouraging them to try new things. For example, young babies playing on the soft play mats are encouraged by staff to independently crawl. Children learn about personal safety and boundaries while they are playing. For example, staff remind them to walk inside and support them to share toys. Children are familiar with routines and happily help to tidy up toys and sweep up sand, while staff talk to them about how this keeps them safe.

Children behave well and are comfortable with the routines set for them. The routines are flexible to meet children's needs. For example, children have their snack when they wake up naturally from sleep and a cosy nest area in the baby room enables children to sleep when they need to. All the children use the school building for activities and are therefore confident about moving around the school. For example, babies use the hall for soft play while older children use it for parachute games. They also play outside in the school's outdoor area and the older children eat in the school canteen. Consequently, these routines support children to be ready for when it is time to move to school. Staff also share books and talk to children to help prepare them emotionally for moves within the nursery and to school.

Children learn about healthy living and take care of their personal hygiene, independently using the toilet and washing their own hands. Children are provided with a variety of fruit and healthy snacks at the setting. Older children serve their own food at meal times while babies are encouraged to drink independently from cups with lids and are supported to feed themselves. Children are provided with lots of opportunities for physical exercise, both indoors and outdoors. Staff prepare music and movement activities for children to learn how to move their bodies, which also makes exercising enjoyable. Children are provided with a range of appropriate resources and equipment. The learning environment encourages children to learn to be independent. For example, older children are able to access resources from drawers that are clearly labelled.

### **The effectiveness of the leadership and management of the early years provision**

The manager has a secure understanding of her role and responsibilities to meet the requirements of the Early Years Foundation Stage. The nursery has robust procedures in place to ensure that the safeguarding and welfare requirements are met. Effective risk assessments are carried out of the setting and outings to ensure children are able to safely enjoy their time at nursery. Staff also complete daily checks to ensure the nursery is safe. Fire evacuations take place regularly which support children to learn how to keep themselves and each other safe. There are robust procedures to ensure suitable people work with the children and the manager has recently attended a safer recruitment course, further enhancing her knowledge and awareness. Children are well protected from harm and staff have a good understanding of the steps to take if they are concerned about the well-being of children. Therefore, children's welfare is paramount in the nursery practice.

Children's learning and development is effectively tracked to ensure they are supported, according to their individual needs and aptitudes. The nursery effectively self-evaluates their practice to celebrate their achievements, while also identifying areas for improvement which will be of benefit for children. Staff practice is regularly monitored and supervision opportunities allow staff and management to reflect together on their practice. High priority is placed on staff professional development and the manager fully encourages staff to engage in professional development opportunities. This ensures children benefit from being cared for by a qualified staff team and high standards of care and education while attending the nursery.

The nursery implements a set of well-written policies and procedures that are effectively shared with parents. Parents complete questionnaires and comment that they are happy with the nursery. Management value parents views and use these to reflect on practice and introduce changes and new initiatives, for example, producing a newsletter for parents. Consequently, parents are kept well informed of their child's time at nursery. Leaders and managers understand the importance of working in partnership with other professionals. For example, children with special educational needs and/or disabilities receive good support because the setting works with outside agencies to meet children's individual needs and develop individual support plans.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY473053
<b>Local authority</b>	Trafford
<b>Inspection number</b>	948365
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	37
<b>Name of provider</b>	AS Northern Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01617483261

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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